

Volume 31 Number 3
DECEMBER 1948

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FEDERAL SECURITY AGENCY
Office of Education



Official Journal of the Office of Education Federal Security Agency

CONTENTS for December 1948

Volume 31

Number 3

Cover photograph: General Mills, Inc., has kindly granted permission for SCHOOL LIFE use of this photograph which paid tribute to the Nation's teachers in many national publications during the 1947 Christmas season. Remember the caption?—It was Merry Christmas, Miss Miller.

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School Life Spotlight

"INDEED, academic freedom is nothing more than a specific application of the freedoms inherent in the American way of Life." p. 2

★ ★ ★

"How to make best use of surplus property acquired through proper channels is a problem common to many teachers." . p. 3

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" . . . such a station involves only the expenditure of approximately \$2,500 for transmitter and an additional \$2,500 for a single studio control room and other necessary equipment." p. 7

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"All over the Nation, boys and girls are protesting against the unrealistic offerings of the traditional curriculum in the only way they know: They are dropping out of school at an alarming rate." . . p. 8

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"Don't always wait until a teacher retires to say 'thank you' for some significant achievement." p. 12

Published each month of the school year, October through June.
To order SCHOOL LIFE send your check, money order, or a dollar bill (no stamps) with your subscription request to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. SCHOOL LIFE service comes to you at a school-year subscription price of \$1.00. Yearly fee to countries in which the frank of the U. S. Government is not recognized is \$1.50. A discount of 25 percent is allowed on orders for 100 copies or more sent to one address within the United States. Printing of SCHOOL LIFE has been approved by the Director of the Bureau of the Budget.

OSCAR R. EWING..... Federal Security Administrator
RALL I. GRIGSBY..... Acting Commissioner of Education
RALPH C. M. FLYNT..... Executive Assistant to the Commissioner
GEORGE KERRY SMITH... Chief, Information and Publications Service
JOHN H. LLOYD..... Assistant Chief, Information and Publications Service

Address all SCHOOL LIFE inquiries to the Chief, Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

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As a General becomes a President

ADDRESSING a selected group of leaders of schools and colleges both in this country and abroad, General Dwight D. Eisenhower, upon occasion of his inauguration as president of Columbia University on Columbus Day, October 12, said, "If this were a land where the military profession is a weapon of tyranny or aggression—its members an elite caste dedicated to its own perpetuation—a life-long soldier could hardly assume my present role. But in our Nation the Army is the servant of the people, designed and trained exclusively to protect our way of life. Duty in its ranks is an exercise of citizenship. Hence, among us, the soldier who becomes an educator or the teacher who becomes a soldier enters no foreign field but finds himself instead engaged in a new phase of his fundamental life purpose—the protection and perpetuation of basic human freedoms."

President Eisenhower's address, his first public statement on American education since he became the thirteenth President of Columbia University, has been widely quoted. Because of its appeal for liberal education, academic freedom, and education for democratic citizenship, and believing that its content will challenge all teachers and educational leaders, **SCHOOL LIFE** presents these selected excerpts from the whole address:

"Today's challenge to freedom and to every free institution is such that none of us dares stand alone. For human freedom is today threatened by regimented statism. The threat is infinitely more than that involved in opposing ideologies. Men of widely divergent views in our own country live in peace together because they share certain common aspirations which are more important to them than their differences. But democracy and the police state

have no common purposes, methods, or aspirations. In today's struggle, no free man, no free institution can be neutral. All must be joined in a common profession—that of democratic citizenship; every institution within our national structure must contribute to the advancement of this profession."

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"Democratic citizenship is concerned with the sum total of human relations. Here at home this includes the recognition of mutual dependence for liberty, livelihood and existence of more than 140 million human beings. Moreover, since we cannot isolate ourselves as a nation from the world, citizenship must be concerned, too, with the ceaseless impact of the globe's 2 billion humans upon one another, manifested in all the multitudinous acts and hopes and fears of humanity.

"The educational system, therefore, can scarcely impose any logical limit upon its functions and responsibilities in preparing students for a life of social usefulness and individual satisfaction. The academic range must involve the entire material, intellectual and spiritual aspects of life."

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"But it is not enough merely to realize how freedom has been won. Essential also is it that we be ever alert to all threats to that freedom. Easy to recognize is the threat from without. Easy, too, is it to see the threat of those who advocate its destruction from within. Less easy is it to see the dangers that arise from our own failure to analyze and understand the implications of

various economic, social, and political movements among ourselves. Here is a definite task for the teacher.

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"... The broadest possible citizen understanding and responsibility is as necessary in our complex society as was mere literacy before the industrial revolution."

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"At all levels of education, we must be constantly watchful that our schools do not become so engrossed in techniques, great varieties of fractionalized courses, highly specialized knowledge, and the size of their physical plant as to forget the principal purpose of education itself—to prepare the student for effective personal and social life in a free society. From the school at the crossroads to a university as great as Columbia, general education for citizenship must be the common and first purpose of them all.

"I do not suggest less emphasis on pure research or on vocational or professional training; nor by any means am I suggesting that curricula should be reduced to the classical education of the nineteenth century. But I deeply believe that all of us must demand of our schools more emphasis on those fundamentals that make our free society what it is and that assure it boundless increase in the future if we comprehend and live by them.

"Love of freedom, confidence in the efficacy of cooperative effort, optimism for the future, invincible conviction that the American way of life yields the greatest

human values—to help the student build these attitudes not out of indoctrination but out of genuine understanding, may seem to some to be education in the obvious.

"Of course, the reverse is true. There is a growing doubt among our people that democracy is able to cope with the social and economic trials that lie ahead. Among some is a stark fear that our way of life may succumb to the combined effects of creeping paralysis from within and aggressive assault from without.

"Fear of the future with a concomitant sense of insecurity and doubt of the validity of fundamental principles is a terrible development in American life—almost incredible in the immediate aftermath of America's most magnificent physical and spiritual triumphs. Only by education in the apparently obvious can doubt and fear be resolved."

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"Historical failures in the application of democratic principles must be as earnestly studied as the most brilliant of democracy's triumphs. But underlying all must be the clear conviction that the principles themselves have timeless validity. Dependence by the country upon the schools for this vital service implies no infringement of academic freedom.

"Indeed, academic freedom is nothing more than a specific application of the freedoms inherent in the American way of life. It follows that to protect academic freedom the teacher must support the entire free system which, among other things, guarantees freedom for all."

Million Teachers Needed

A 10-MEMBER National Commission on Teacher Education and Professional Standards met recently at the National Education Association headquarters in Washington, D. C., and announced that 1,289,000 teachers will be needed during the next 10 years to meet the Nation's growing school enrollments. The Commission's break-down of the million-teacher need:

(Elementary)

To replace teachers who retire, die, or leave the classroom.....	553,000
To provide one additional teacher for each 30 additional pupils.....	262,000
To replace teachers holding emergency licenses.....	70,000
To reduce the size of classes to an average of 25 pupils.....	160,000

(Secondary)

To replace high school teachers who will leave the classroom.....	174,000
To provide one additional teacher for each additional 30 pupils.....	49,000
To replace high school teachers holding emergency certificates	20,000

Chairman of the Commission is L. Frazer Banks, Superintendent of Schools, Birmingham, Ala.

Dr. Benjamin W. Frazier

TEACHER education specialist in the Office of Education for more than 20 years, Dr. Benjamin William Frazier, Division of Higher Education, died September 15 in Bethesda Hospital, Bethesda, Md., after a week's illness. Dr. Frazier joined the Office of Education staff in 1927. His sur-

veys and publications have been major contributions to the advancement of teacher education programs in the United States during the past generation. His last bulletin, "Teaching as a Career," was only recently announced in *SCHOOL LIFE*.

Features Office of Education

FEATURED in the October 1948 issue of *The Phi Delta Kappan* is an article on "The Organization and Functions of the Office of Education" by Andrew H. Gibbs, Research Assistant, Division of School Administration, Office of Education. Editor of *The Phi Delta Kappan*, official national organ of Phi Delta Kappa, professional fraternity for men in education, is Rolfe Lanier Hunt. Phi Delta Kappa national office is located at 2034 Ridge Road, Homewood, Ill.

How To Increase Surplus Property Utilization

HOW ARE YOU making use of surplus property in your State—in your city or school? The Office of Education is establishing a "central clearing house" for information about specific projects relating to surplus property utilization. You can both contribute to and be served by this central information service on surplus property adaptation and use in education. Write for a copy of a 4-page leaflet entitled, *Bibliography of Articles on Conversion of War Surplus Equipment for Civilian and School Use*. The supply is limited. This leaflet contains references to sources of detailed information on surplus property conversion such as: Good Televisor From War Surplus . . . *Radio Craft*, Jan. 1948; Build Your Own Television Receiver Using BC412 Scope . . . *Radio News*, Aug. 1947. In requesting the bibliography, address your request to the Division of Secondary Education, Office of Education, Federal Security Agency, Washington 25, D. C. Enclose with your request your contributions on utilization of surplus property which will be shared with others in the field of education. Whenever possible, submit drawings and descriptions of how you converted surplus property items to school use. Proper credit will be given the contributor if his report is used in a future publication of the Office of Education.

secondary schools should find many uses for surplus property that are consistent with modern curricula needs."

"Many teachers find it difficult or impossible to demonstrate modern science developments because existing apparatus is often very old and of a traditional type," Mr. Brown points out. "Science pupils in many high schools are handicapped by meager or inadequate laboratory equipment." To both teachers and administrators he suggests that "many types of surplus electronic equipment as well as aircraft instruments and parts are still available to schools from Air Force sources. Much of this equipment frequently can be used with little change, or parts may be used to construct apparatus suitable for demonstrating science principles. Such uses," he continues, "add vitality and realism to science and industrial arts classes, and also make possible much interesting and instructive project work for pupils."

According to Mr. Brown, "very little literature exists that will help teachers and

EVERY STATE has a State Educational Agency for Surplus Property through which public tax-supported and nonprofit educational institutions, tax exempt under Internal Revenue Code 101.6, are eligible to receive property available for donation from the Army, Navy, and Air Forces under provisions of Public Law. This State Educational Agency for Surplus Property functions in collaboration with the State Department of Education and is located in the State Capital. Administrators and teachers interested in securing surplus war materials should write to the Educational Agency for Surplus Property in their own State.

other school personnel adapt surplus equipment to instructional needs. A committee of teachers with initiative representing such fields as physics, science, or industrial arts may develop many ingenious devices for use in classrooms. It is believed that a school will be richly repaid for the time spent on this type of project."

(Continued on page 7)



Teacher uses surplus equipment to teach principles of physics to high school students in Durham, North Carolina.



Trade and industrial education students preparing for their life's work.



Vocational agriculture students get experience in democratic processes through FFA.

Vocational Education—Democracy in Action

THIS summary of many ways in which vocational education offers opportunity for the teaching of democratic principles, attitudes, and practices is presented by Mildred Louise Boie, formerly of the Zeal for American Democracy staff, Office of Education. It is offered as a suggestive statement to administrators and teachers in other fields of education equally interested in making their programs living and meaningful for students as builders of democracy—today and tomorrow.

LIKE happy family life, democracy is not an abstract idea or ideal that boys and girls learn by rote or by lecture from their elders. Democracy means patterns of living and acting that individuals develop because of their own emotional needs, and the pressure of other human beings' needs—through their own concrete experience with other people in real situations.

If the family shares the chores around the home, the use of the radio, the mother's attention and care, everyone in the family is experiencing democracy. The give and take, the duties and privileges, the mutual consideration and respect, the free discussion and cooperative planning which living together requires, give children in the family security and confidence; develop healthy adjustments; encourage self-expression at the same time that they modify

aggression and selfishness; make the individual feel wanted and needed, and help him recognize and respect the wants and needs of other human beings—all goals of democracy.

In the same way, if the boys and girls in a school share the planning and discussion of their needs, wants, and work, the cooperative use of materials, the teachers' attention and help, they are developing attitudes and emotional patterns and learning habits of work which spell living democracy.

Office of Education staff members in the Vocational Education Division report some of the ways in which vocational schools and classes throughout the country help young people and adults develop attitudes, abilities, and practices that foster democracy—a wealth of creative ideas, practical suggestions, and concrete methods that indicate the significance of vocational education in our democratic way of life.

Using Democracy in Real Life Situations

Vocational education puts democracy to work in providing opportunities for the practice of democratic procedures in real life problems and situations. In home economics education programs, for example, concrete studies of foods and nutrition, housing, home furnishing, equipment, clothing, and textiles deal with the

solution by students of actual home problems. Student needs also are related to those of other members of the family. The student therefore practices democratic respect and consideration for the rights and needs of her own intimate social group.

In retail store training and in trade and industrial education, cooperative courses are planned which use the facilities of business and industrial establishments to give concrete training opportunities for students. Through working in such establishments, the students get first-hand knowledge of the problems and democratic practices of business and industrial life.



Vocational guidance helps trainees analyze their own problems and make choices and plans accordingly.



Home economics education students learn how to solve actual home problems in the classroom.

Helping the Individual

Basic in vocational education is the democratic principle and practice of giving each individual opportunity to learn and grow according to his own ability and environment.

Vocational education also contributes to democracy in helping to choose and develop leaders. By tests and tools, guidance services identify and measure the traits and abilities that are important for developing democratic leadership. Such devices offer means for identifying boys and girls who have these traits. They also help individuals identify and use opportunities, such as committee work, for cooperation and leadership. Special counseling service helps the individual analyze his own needs and abilities and helps him build confidently his training program.

Meeting Democratic Responsibilities

Vocational education helps boys and girls recognize the duties and responsibilities as well as the privileges of citizens in a democracy. Through organizations such as the Future Farmers of America, the New Farmers of America, the Future Homemakers of America, and New Homemakers of America, students not only plan their own work—by democratic method, group discussion, parliamentary procedure, and participation in community activities—but assume also responsibility for doing the work planned and for its results.

A splendid opportunity for democratic activity is developed through cooperative programs for community good: cooperative

buying and selling of farm products, training rural electrification workers, cooperating with community agencies.

Special Topics in Democracy

By all these practical methods and concrete projects, vocational education offers students a living experience in democracy. Having experienced democracy in their training, students are more likely to recognize its fundamental principles in the community in everyday contact with others.

In courses in child development, family economics, and family and community relations, for example, students learn to deal with children democratically, to determine the values most important for the individual or the family group and to plan how to use money to help attain these values, to help improve family or community situations in which better facilities are actually provided for members of the family or community.

In courses in business law, they learn the laws that control business activities, the reasons for those laws, and the operation of courts that control the application or misapplication of laws. In business economics and in courses in selling and management, students learn about the American system of free enterprise, consumer demand and supply, the sources of economic goods and services, and the government's relation to business and its interest in the consumer. Understanding these factors of American life is recognized as essential for the intelligent participation of citizens in our democracy's economic life.

Informing the Public

Directly and effectively, vocational education shares with the citizens of the community knowledge of its goals, programs, and work. By including community businesses and industries in its planning of vocational instruction, it shares its work with the community; by training young people and adults for useful and needed work in the community, it serves the community; by helping develop the abilities of individuals, it contributes to the citizens' welfare. Here is democracy in action.

British Exchange Positions

IF YOU ARE a teacher in a special field, and wish to exchange positions for one year with a British teacher in the same field, write a letter of application to Dr. Paul Smith, Chairman, Committee for the Interchange of Teachers, Office of Education, Federal Security Agency, Washington 25, D. C.

Dr. Smith reports openings for special teachers to exchange posts with a teacher of Great Britain during the 1949-50 school year.

Openings announced are as follows:

- 1 teacher of arts and crafts—secondary school.
- 5 teachers of home economics—junior college level.
- 2 teachers of the deaf.
- 1 teacher of woodwork—elementary school.
- 3 teachers in hospital schools.
- 8 teachers in grammar schools—junior college level, including 3 in geography, 1 each in French, physical education, German and French, biological sciences, and chemistry.
- 2 teachers in training colleges for teachers, 1 each in education and mathematics.

Applicants for these positions should be teachers regularly employed in American schools. Applications should be submitted as early as possible.

New Assignment

C. F. Klinefelter, a veteran member of the staff of the Office of Education's Division of Vocational Education, has been designated as Consultant, Supervisory Training in Industry. For 16 years Dr. Klinefelter was associated with the late Charles R. Allen in the training of conference leaders for the vocational education program and in the development of instructional material for use by foreman conference leaders. Dr. Klinefelter will serve on the staff of the Trade and Industrial Education Service, Office of Education.

United States Navy Occupational Handbook

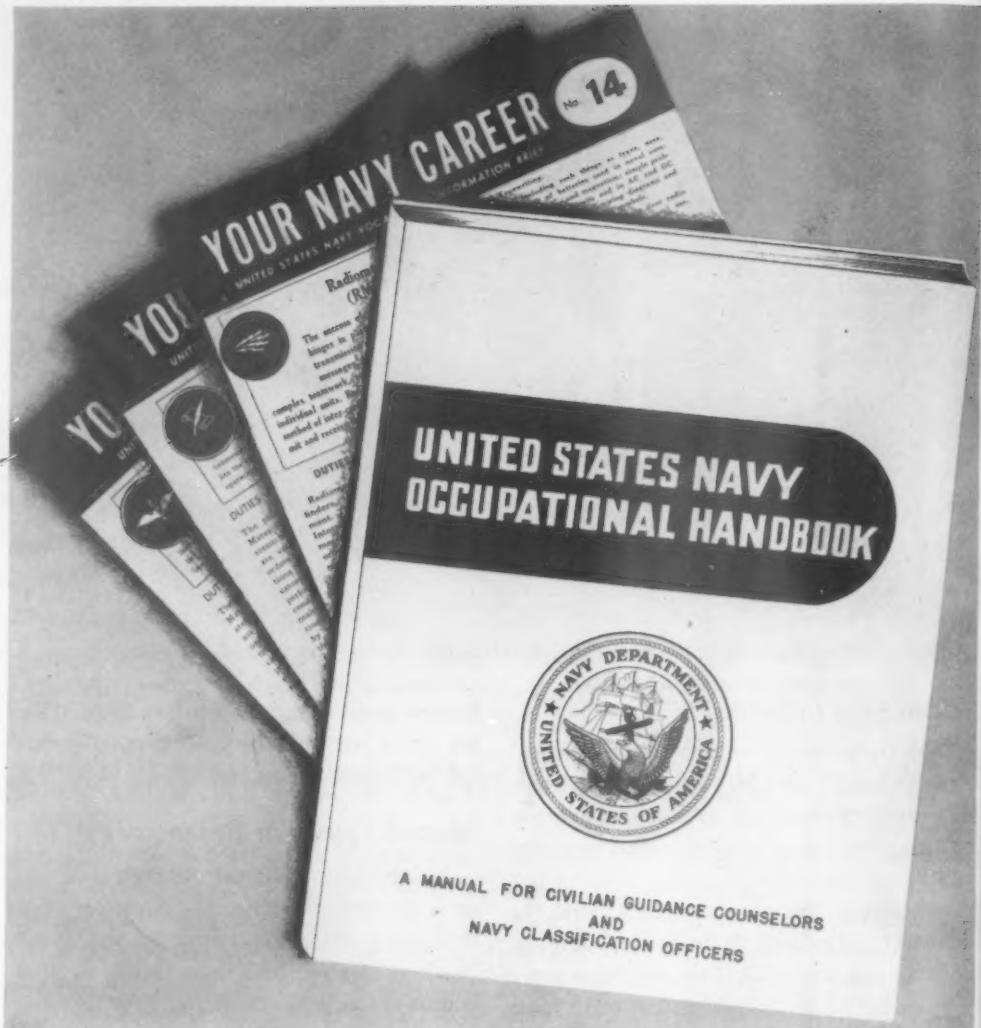
THIS statement on the United States Navy Occupational Handbook was written by Royce E. Brewster, Assistant Chief, Occupational Information and Guidance Service, Vocational Education Division.

DISCUSSION and conference with leading educators and vocational counselors by the School and College Relations Officer of the Navy made it clear that there was a definite need for a publication that could be used by school and civil agency counselors as a guide to the Navy's broad occupational structure.

Steps were taken, therefore, to develop, with the cooperation of educators, a useful counseling aid, descriptive of the Navy's 62 job-family groups, most of which have their counterparts in civilian occupations, and explaining also the peacetime rating structure of the Navy.

Development of the desired publication was directed by Lt. Comdr. Richard Barrett Lowe, USNR, School and College Relations Officer, Bureau of Naval Personnel. With the counsel of the Occupational Information and Guidance Service, Office of Education, and cooperation of the Billet and Qualifications Research Division, Bureau of Naval Personnel, Comdr. Lowe brought together a group of Naval Reserve officers to work on this project. The officers were called to active duty from positions in education, guidance, and personnel fields to give the Navy the benefit of their advice, experience, and skill in producing the counseling data needed by school administrators, teachers, and counselors of youth.

Their project has now been completed. They have prepared a publication known as the *United States Navy Occupational Handbook*, which gives the major types of information needed to describe the 62 vocations for which the Navy furnishes training. The Handbook, ready for distribution to all secondary schools, contains 62 Vocational Information Briefs, plus 4 additional monographs to supply information on the following: "Recruit to Petty Officer," "Women in the Navy," "Commissioned Officers," and "The Naval Reserve." With



each copy of the Occupational Handbook sent to high schools will be a duplicate packet of the Vocational Information Briefs for use in conjunction with it. This extra set also will enable the counselor to use the handbook as a counselor's office manual or library copy with the separate briefs available for filing under their respective job classifications. Each brief supplies the following factual information: What the Job Is; Duties and Responsibilities; Work Assignments; Qualifications and Preparation; Training Given; Path of Advancement; Related Naval Occupations; Related Civilian Jobs, and Emergency Service Ratings.

As a complete, authoritative job analysis of one of the world's largest technical organizations, the *United States Navy Occupational Handbook* is unique both in its make-up and in its philosophy. It is a contribution to the literature of occupational and vocational information and sets a pattern which doubtless will be followed by other agencies. The material should be in the hands of all guidance and personnel workers throughout the country.

School Radio Equipment Guide Now Available

A SET OF standards to guide school administrators in selecting appropriate radio equipment has been released by a joint committee of educators and manufacturers. In cooperation with the Office of Education, the Radio Manufacturers Association has published a 40-page brochure, *Classroom Radio Receivers*.

School authorities confronted with the problem of selecting suitable classroom radio receivers, the committee advises, should analyze four factors: First, the educational objectives of classroom audio activities; second, the specific broadcast programs that are or will be available for classroom use; third, the method of transmission (FM, AM, and short wave) offering the desired programs; and finally, the type of classroom radio receivers needed to tune these programs.

The publication is available without charge from the Radio Manufacturers As-

sociation, 1317 F Street NW., Washington, D. C., or the Radio Section of the Office of Education, Federal Security Agency.

Another publication, *FM for Education*, offers suggestions for planning, licensing, and utilizing FM educational radio stations owned by schools, colleges, and universities.

Chief author of this Office of Education publication, Franklin Dunham, Chief, Educational Uses of Radio, recently spoke on the Opportunities Now Available to Education in the Lower Power FM Frequencies at the annual convention of the Association of Educational Broadcasters, held at the University of Illinois. Dr. Dunham also represented the United States in a forum discussion, Radio Round the World, at the School Broadcast Conference in Chicago which brought together school and college leaders in educational radio from this country and abroad.

Part 4 of the Office of Education publication, *FM For Education*, tells how to acquire an FM station, and part 5 explains how to set up such a station.

Most significant for schools and colleges interested in FM education is an article, "Communications Become Important Aid to Learning" by Dr. Dunham, which appears in the November 15 issue of *HIGHER EDUCATION*, Office of Education biweekly periodical. In this detailed treatment of FM radio and television, Dr. Dunham refers to "announcement of new and more lenient rules by the Federal Communications Commission which went into effect September 27, 1948, inviting educational institutions to utilize the new low-power FM facilities." He describes experimental use of FM broadcasting by a university over an area of 6 miles radius from its transmitter with power of only 2½ watts. "The FCC," he points out, "after a full study and investigation, raised the limit for this type of service to 10 watts which will undoubtedly cover a much more extensive area in more topographical locations."

Top news is the fact that "such a station," according to Dr. Dunham, "involves only the expenditure of approximately \$2,500 for transmitter and an additional \$2,500 for a single studio control room and other necessary equipment. This may be raised to \$3,500 additional if another studio is desired, or to \$4,500 if three studios are deemed necessary."

Hundreds of schools and colleges wishing to take advantage of the new low-cost FM educational opportunities have already written to the Office of Education requesting

further information and applications. The publication *FM for Education*, Misc. No. 7, Revised 1948, price 20 cents, gives information on making applications for FM stations and broadcasting service.

Babies Today— Pupils Tomorrow

CANS AND JARS of baby food are the fastest moving items on the grocers' shelves today, it is reported in the September 1948 issue of *Advertising and Selling*. According to the report, a study by the Grocery Manufacturers of America reveals that baby food tops all other grocery purchases. Record sales of baby food today forecast peak enrollments of pupils tomorrow.

Historic Documents in Facsimile

SIGNIFICANT historic documents in the custody of the Archivist of the United States, such as the Bill of Rights, are now being reproduced in facsimile by the National Archives for sale to schools, libraries, and the public, according to Dr. Wayne C. Grover, the Archivist.

To meet the demand for copies of documents important in securing traditional American liberties and illustrating other aspects of United States history and to provide them at a much lower cost than would be possible in filling individual orders, the National Archives has begun to reproduce such documents in quantities by photographic and other methods. So far 14 documents, including photographs, have been so produced in facsimile. The facsimiles, which are described in the list attached, are for the most part the same sizes as the original documents. A facsimile of the large, five-page Emancipation Proclamation, signed by Abraham Lincoln, is now being prepared, but it is not yet known how much it will cost.

The facsimiles may be ordered from the Exhibits and Information Officer, National Archives, Washington 25, D. C. Orders for large quantities of Facsimile No. 1, Bill of Rights, however, should be addressed to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Accompany each order addressed to the National Archives with a check or postal note made payable to the Treasurer of the United States. Facsimiles available are:

No. 1. **Bill of Rights.** (32" x 34") 55 cents.

No. 2. **Oath of Allegiance of George Washington at Valley Forge, 1778.** (10" x 8") 20 cents.

No. 3. **Deposition of Deborah Gannell, Woman Soldier of the Revolutionary War.** (11" x 14") 20 cents.

No. 4. **Photograph of Indian Chief Sitting Bull.** (8" x 10") 20 cents.

No. 5. **Photograph of Abraham Lincoln.** (8" x 10") 20 cents.

No. 6. **Revolutionary War Recruiting Broadside.** (11" x 14") 20 cents.

No. 7. **Photograph of Robert E. Lee.** (8" x 10") 20 cents.

No. 8. **Letter from Dolly Madison Agreeing to Attend Washington Monument Ceremonies, 1848.** (8" x 10") 20 cents.

No. 9. **Historical Sketch of the Washington National Monument to 1849.** (11" x 14") 20 cents.

No. 10. **Broadside Soliciting Funds for Completion of Washington Monument, 1860.** (11" x 14") 20 cents.

No. 11. **Certificate of Membership in the Washington National Monument Society.** (10" x 8") 20 cents.

No. 12. **Appeal to Masons for Funds for Washington Monument, 1853.** (11" x 14") 20 cents.

No. 13. **Photograph of John J. Pershing.** (8" x 10") 20 cents.

No. 14. **Photograph of Dwight D. Eisenhower.** (8" x 10") 20 cents.

SURPLUS PROPERTY

(Continued from page 3)

How one school, the Bronx High School of Science, New York City, has used surplus property effectively to enrich its science educational program is revealed in the following:

1. Alnico magnet used to build a wobbly bar or floating magnet.
2. Lucite cut to make refraction block.
3. Uncased variac—cased and calibrated to furnish variable power.
4. Aircraft radio equipment used to build power supply.
5. Aircraft radio equipment used to build amateur transmitter.
6. Large selsyn motor used to make phase angle demonstration apparatus.
7. Drift-meter converted to galvanometer.
8. Prisms and lenses used for laboratory demonstrations in light.
9. Air-cooled engine set up for dynamometer demonstration.
10. Carburetors sectionalized for demonstration.
11. Airplane engines sectioned for demonstration.
12. Field telephone used to demonstrate principles of telephone.

Needed:

A Good Look for the Person in the

LIFE ADJUSTMENT EDUCATION

SCHOOL LIFE credits the American Technical Society, Drexel Avenue, at Fifty-eighth Street, Chicago 37, Ill., for granting permission to use the illustrations in this presentation. These and other illustrations, by William N. Thompson, Office of Education Graphics Specialist, will appear in a brochure, "High School—What's In It for Me," being published by the American Technical Society. Also being published by the Society to further the Life Adjustment Education Program is a primer on "Life Adjustment Education" pre-

pared by J. Dan Hull, Assistant Director, Division of Secondary Education, Office of Education. Frances V. Rummell, Central Services Division, Office of Education, who wrote the text of "High School—What's In It For Me," and Howard H. Cummings, Division of Secondary Education, Office of Education, prepared the content of this SCHOOL LIFE feature. Single copies of the brochures mentioned above are available to administrators and teachers from the American Technical Society. Write for your copy today.

MOST boys and girls are headed for jobs that require little training. These youth need and want an invigorated education that relates to their everyday lives. So, as a matter of fact, do the youth who are bound for college or for the skilled occupations. For tomorrow all youth—however they earn their bread—will be struggling against the social, economic, and emotional tensions that headline modern life.

All youth need instruction in human relations, civic obligations, consumer education, work experience, physical and emotional health, and international affairs. Such studies help smooth the continuing perplexities adults face in trying to be effective workers, citizens, and family members. Such studies face up to the de-

mands made upon all persons who would live whole and significant lives.

Today the traditional curriculum of specialized courses frequently offers thin and unsatisfying fare. It must be reinforced. And for the majority of our youth—those who would stand to benefit most from a general education—the traditional curriculum is far below subsistence level.

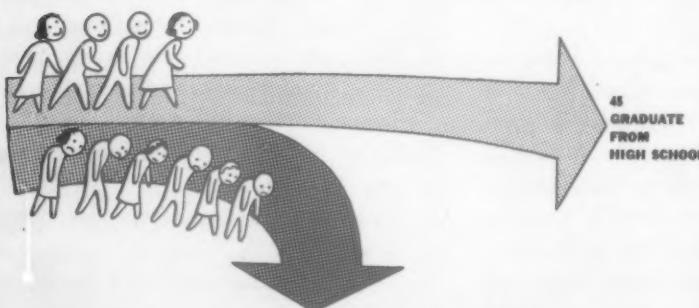
All over the Nation, boys and girls are protesting against the unrealistic offerings of the traditional curriculum in the only way they know: They are dropping out of school at an alarming rate.

Only 45 Graduate

Of every 100 youngsters who start to school, 45 stick long enough to graduate from high school. Investigations clearly show that the great majority of drop-outs leave school because they cannot see that education is getting them anywhere.

What to do about this problem? Educational leaders have been concerned with possible solutions for the past generation. During the past 2 years leaders in both vocational and general education have made a fresh attack. A special Commission on Life Adjustment Education for Youth was organized to help crystallize the planning for Nation-wide action that could make educational offerings more attractive and meaningful to young people preparing to take their places in society as citizens, workers, and family members.

Latest step toward action that could furnish helpful guides to school administrators and teachers desiring to serve to the fullest



Of every 100 youngsters **55** drop out of school
BOREDOM and FRUSTRATION—factors behind drop-outs

ABOVE all else, the curriculum must make sense to youth if the school is to have any holding power.

He'll be a...



the young people at the secondary school level was the calling of a work conference on Life Adjustment Education. Eighty-three educators from 28 States, in addition to consultants and members of the Commission on Life Adjustment Education participated in this conference at Washington, D. C., in October. Galen Jones, Director, Division of Secondary Education, Office of Education, reviewed the work of the Commission. Superintendent Benjamin C. Willis, of Yonkers, N. Y., Commission Chairman, and Ward P. Beard, Assistant Director, Office of Education Division of Vocational Education, addressed the conference. Thirteen hours of working time were devoted to each of the nine problem areas which the conferees decided to consider:

► 1. How can a Life Adjustment Program be initiated in a given school?

- 2. How can citizens, parents, and community groups contribute to the successful development of the program?
- 3. What should be included in the curriculum?
- 4. What teaching techniques and materials are needed?
- 5. What kinds of organization and administration are essential to facilitate the program of Life Adjustment Education?
- 6. What special pre-service and in-service training will the teachers and administrators need?
- 7. How can guidance services be utilized?
- 8. What types of services can the following agencies provide: Commission on Life Adjustment Education, Office of Education; State Departments of Education; State steering committees; teacher-training institutions; and local administrators?
- 9. How can the program be evaluated?

Needed:

Realism about the White Collar Myth ----- This is a blue collar society

ACTUAL OPPORTUNITY IN 1940*



*Figures given for men only.

Robert S. Gilchrist, Assistant Superintendent of Schools, Minneapolis, Minn., and a panel of six high-school principals discussed at one of the seven general sessions of the conference the topic "Progress Which Has Been Made in Life Adjustment Education." Samuel P. McCutchen, New York University, discussed the topic "Lessons from the Eight-Year Study for Life Adjustment Project." Marcella Lawler, Teachers College, Columbia University, spoke on "Utilizing Significant Facts About Youth in Planning a Program of Life Adjustment Education." Galen Jones, Raymond Gregory, and Harry Jager, Office of Education, also directed general session discussions.

The conference recommended that the Office of Education urge Chief State School Officers to take steps to stimulate within each State the development of Life Adjustment Education Programs. The Commission on Life Adjustment, meeting as a part of the conference, suggested the following criteria for schools that want to take part in the program. To become a cooperating school, evidence related to the following criteria should be presented to the State steering committee:

► 1. Guiding principles of Life Adjustment Education should be understood and accepted by the school's administration and staff.

► 2. A plan of action in accordance with these principles should be proposed by the school's administration and staff.

► 3. Willingness to change the school program—to adapt it to Life Adjustment Education goals—should be expressed by the administration and staff of the school.

► 4. The community should be ready to accept changes in the school program toward Life Adjustment Education goals.

► 5. Necessary resources for carrying out the proposed plan of action for Life Adjustment Education can and will be made available by the school.

Health Education Pioneer Honored

SEVEN years ago James Frederick Rogers, M. D., Office of Education Consultant in Hygiene, retired from Federal Government service. For 21 years he had worked for the Government, first as a surgeon in the Office of Industrial Hygiene, Public Health Service, and later as a pioneer health education specialist on the Office of Education staff. His research and publications stimulated State and local health edu-

cation programs between World War I and World War II. His interest in an organization of State leaders in health and physical education led to the formation of the Society of State Directors of Health, Physical Education and Recreation. On behalf of this Society, Dr. Thomas C. Ferguson, Supervisor of Physical Education, State Department of Education, Baltimore, Md., on September 24 in the Federal Security

Building, presented to Dr. Rogers a citation "in grateful recognition of inspiring leadership and outstanding service to our profession."

Many of Dr. Rogers' publications are still available as authoritative reports in the health education field. Others are out of print but are still available for reference in school, college, or public libraries. Among his better known publications are the following: *What Every Teacher Should Know About The Physical Condition of Her Pupils* (10¢); *Welfare of the Teacher* (10¢); *Physique of the School Child* (5¢); *Student Health Services in Institutions of Higher Education* (10¢); *Instruction in Hygiene in Institutions of Higher Education* (10¢); *School Custodian* (10¢); *State-Wide Trends in School Hygiene and Physical Education*; *The Health of the Teacher* (out of print); *Safety and Health of the School Child—Survey of Conditions* (out of print); *Physical Education in Institutions of Higher Education* (out of print). Order from Superintendent of Documents.



Acting Commissioner of Education Rall I. Grigsby congratulates Dr. Rogers after presentation of citation.

School Fire Drills

From a bulletin which Milwaukee's Superintendent Lowell P. Goodrich sent to his State's principals and teachers in September, we learn, "The pamphlet 'School Fire Drills No. 103' issued by the U. S. Office of Education is enclosed. This pamphlet has been thoroughly checked by Deputy Chief Johnston, in charge of the Bureau of Fire Prevention and Protection, and he assures us it meets Milwaukee standards." The author of the Office of Education pamphlet "School Fire Drills" is Nelson E. Viles, school housing specialist.

What the States Require in "Education for Freedom"

To preserve and perpetuate the ideals and principles of American democracy it is essential that they be understood. This publication, based upon research, brings to the school administrator, the teacher, or the layman an opportunity to further understand these ideals and principles. It presents a concise analysis and compilation of State laws which require instruction in schools concerning the Constitution of the United States, American history, and matters related to American freedom.

—Oscar R. Ewing,
Federal Security Administrator.

A YEAR AGO former Commissioner of Education John W. Studebaker, in addressing the convention of the National Council for the Social Studies at St. Louis, Mo., called for a step-up in high school social studies courses "to bring up young citizens who really understand and cherish American democracy, who are well informed and skillful in thwarting the purposes of totalitarians, and who understand and accept their responsibilities in today's shrinking and increasingly interdependent world."

More recently, when General Dwight D. Eisenhower was installed as President of Columbia University, his forthright inaugural address called for liberal education in the school and university to strengthen democratic government and to preserve human freedom. He said, "I deeply believe that all of us must demand of our schools more emphasis on those fundamentals that make our free society what it is and that assure its boundless increase in the future if we comprehend and live by them."

Statements such as these tend to stimulate review by schools and colleges of their educational offerings aimed at providing full understanding of the American way of life and what we must do to preserve it.

Taking stock of progress made and planning steps toward further progress call for availability of basic information the type of which is presented in a newly-published bulletin of the Office of Education, "Education for Freedom as Provided by State Laws."

This democracy education inventory handbook, prepared by Ward W. Keeseker, Specialist in School Legislation, answers such questions as, How many States require

instruction on United States history? Do all States require teaching concerning the United States Constitution? What are the provisions in State laws governing the use of the American flag in public schools? SCHOOL LIFE offers the following review of Dr. Keeseker's publication.

Review

Dr. Keeseker points out that his study "is limited to a summary analysis and compilation of State laws which provide for instruction in American history; the ideals and principles of American government, including Federal and State constitutions; and for the teaching of patriotism." He says, "the term 'education for freedom' denotes the objective of those laws which provide that the history and the ideals and principles of our form of government be taught, that our system of government be understood, that its characteristics be explained, and that some comparisons be made with other systems. It means imbuing the mind with the knowledge of our government and a devotion to its principles."

"The heritage of American youth includes a thorough understanding of the ideals and principles of American constitutional government so that he may become an intelligent, loyal and devoted citizen," says Dr. Keeseker. "He should know the facts of history—that our Federal and State Governments have doubtless provided more human rights, to more people, and over a longer period of time, than has any other system of government yet established. He should also know the verdict of history regarding other systems of government."

Regarding instruction concerning the history and systems of other governments, Dr. Keeseker indicates that "it is of course vital that a pupil should have the freedom to learn and to be inquisitive about various forms and philosophies of government. That freedom, however, ought not to be construed and applied so as to deny or abridge the right of pupils to full benefit of history in the development of the principles of American liberty." On this subject he quotes George Washington: "We ought to deprecate the hazard attending ardent and susceptible minds from being too strongly and too early prepossessed in favor of other political systems before they are capable of appreciating their own."

"To educate for the preservation of American principles of freedom is the antithesis of indoctrination as it exists under totalitarian governments. Instruction in these principles of freedom tends to keep the power in the hands of the people, which is the reverse of totalitarianism," Dr. Keeseker says.

History.—The analysis made by the Office of Education of State laws reveals that at least three-fourths of the States require the teaching of United States history in public elementary and secondary schools. While many of the States give considerable discretion as to content of such history courses, several States, including Arkansas, Illinois, New Jersey, Oklahoma, Oregon,

To teach youth the ideals and principles of American freedom and the liberties guaranteed under our constitutional democracy, and their accompanying responsibilities, does not mean to direct them *what to think*. It does mean to teach them to realize that under our system they are *free to think and free to express their thoughts*. . . . It brings individuals to intellectual maturity where they may with dignity and equal rights hold differences of opinion and deal effectively with the problems of our time. It makes each individual a stockholder in American democracy.

—Edgar Fuller,
Director School Administration
Division,
Office of Education

Pennsylvania, Virginia, and Washington, give specific provision in the law as to the time, content and purpose of United States history instruction. Excerpts from the principal provisions of State statutes requiring instruction on United States history, the Constitution, ideals and principles of American government, and patriotism, appear in the Office of Education publication.

The Constitution.—All States, except Kentucky, Maryland, Texas, and Vermont have statutes which require instruction in elementary schools concerning the Constitution, according to Dr. Keeseker. All States, except Kentucky and Maryland, by law require such instruction in high schools. Many States which do not have statutory requirements provide for teaching on the

Constitution by State department regulation or course of study. A majority of the States, according to the Office of Education, have deemed it appropriate to determine somewhat specifically what must be done with respect to the teaching of the Constitution of the United States.

The American Flag.—Digests of State laws governing the use of the flag in public schools, as well as those requiring observance of special days in public schools, are

offered in the new Office of Education publication. With few exceptions, all State laws require the United States Flag to be displayed over or within every school building, or flown from a staff on the school grounds, weather permitting. Teaching of respect for the flag and of information concerning it is required in most States. Provisions for this purpose are usually in the nature of Flag Day observances, flag programs, or by special instruction concerning

the flag. Fifteen States require Flag Day observance or flag exercises in public schools, and about half of the States require instruction relating to the flag.

Copies of the Office of Education publication, "Education for Freedom—As Provided by State Laws," Bulletin 1948 No. 11, are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. The single copy price is 20 cents.

Appreciating Good Teachers

THIS ARTICLE, by G. Kerry Smith, Chief, Information and Publications Service, Office of Education, may serve as a stimulus for State and local action in efforts to enhance the prestige of teaching and to recruit able teachers. SCHOOL LIFE welcomes reports of "teacher appreciation" and teacher recruitment activities which will be shared with all SCHOOL LIFE readers.

MANY FINE boys and girls who *should* become teachers will not do so unless local and State groups of lay and professional friends of education take vigorous action to help create public interest in and awareness of the great importance of teaching. The following activities are suggestive of what might be done by local and State groups in building community appreciation of good teaching.

SCHOOL LIFE is interested in making a more complete checklist of such suggestions. If you have ideas that might be helpful or if you know of activities that have been successfully carried out, SCHOOL LIFE would be pleased to hear from you.

Many communities already have in existence a citizens committee on education, made up of representatives of business, including editors of newspapers and directors of radio stations; and representatives of women's clubs, civic and service organizations, farm, labor, PTA, veterans, and other groups. If your community has such a citizens education committee, ask it to sponsor "appreciation projects." If not, ask people in whom the community has confidence to assume responsibility for organizing and serving on a committee. Choose these nuclear people carefully and emphasize the importance of their selecting an able and well-balanced group to round out the committee.

Whatever the form of organization for this "appreciation project," two elementary principles should be kept in mind: (1) So-called "media" people—editors, writers, radio announcers and station directors, advertisers, advertising writers, et cetera—should be brought in early at the planning stage; and (2) a lay person who stands high in community esteem and who accepts responsibility seriously should be persuaded to head the committee.

Newspaper and Radio Suggestions

1. A series of short articles or interviews by the president of the local chamber of commerce, labor federation, Rotary Club, and other community organizations on the general topics: "Who was my favorite teacher?" "What I learned from one teacher." "What teacher influenced me most?"

2. A contest sponsored by a civic organization for high school seniors or for college students on "Why I plan to teach."

3. A series by teachers on "Why I like teaching."

4. Another series by teachers on "How I used my summer."

5. A series by parents with the general theme: "What the school is doing for my children."

6. Human interest stories on well-known teachers.

Other Community Activities

1. Ask local merchants, banks, and business houses to use the ads prepared by the Advertising Council or to have their own ads prepared on such themes as: What qualities do you want in your child's teacher? Which of your teachers do you remember best? What are the challenges of teaching?

2. Arrange occasions for honoring teachers. Don't always wait until a teacher retires to say "thank you" for some significant achievement. The simplest plan is to have a dinner given by a civic or service organization or by a citizens' committee on education.

One community invited a much-loved teacher to participate in the laying of the cornerstone of a new building.

Some chamber of commerce groups give receptions for new teachers.

It might be appropriate for a university to award an honorary degree to a teacher who has achieved unusual distinction.

The mayor of one city proclaimed a day in honor of a school teacher who had spent 55 years in the profession. A scroll of appreciation and gifts donated by local merchants were presented in a special ceremony.

3. A 1948 film, "School House in the Red," 42 minutes, 16 mm, color, available from most State departments of education and the Kellogg Foundation, presents a contrast of modern and older patterns of education. It might serve as a general background for a discussion of the varied types of abilities needed in the teaching profession.

4. One chamber of commerce committee on education appropriated \$50 for a supply of materials on the teaching profession to be circulated among high school students.

5. Quiz-type radio programs might be arranged to bring out the beliefs of those questioned on what they want the schools to do and the kinds of teachers schools should seek to employ.

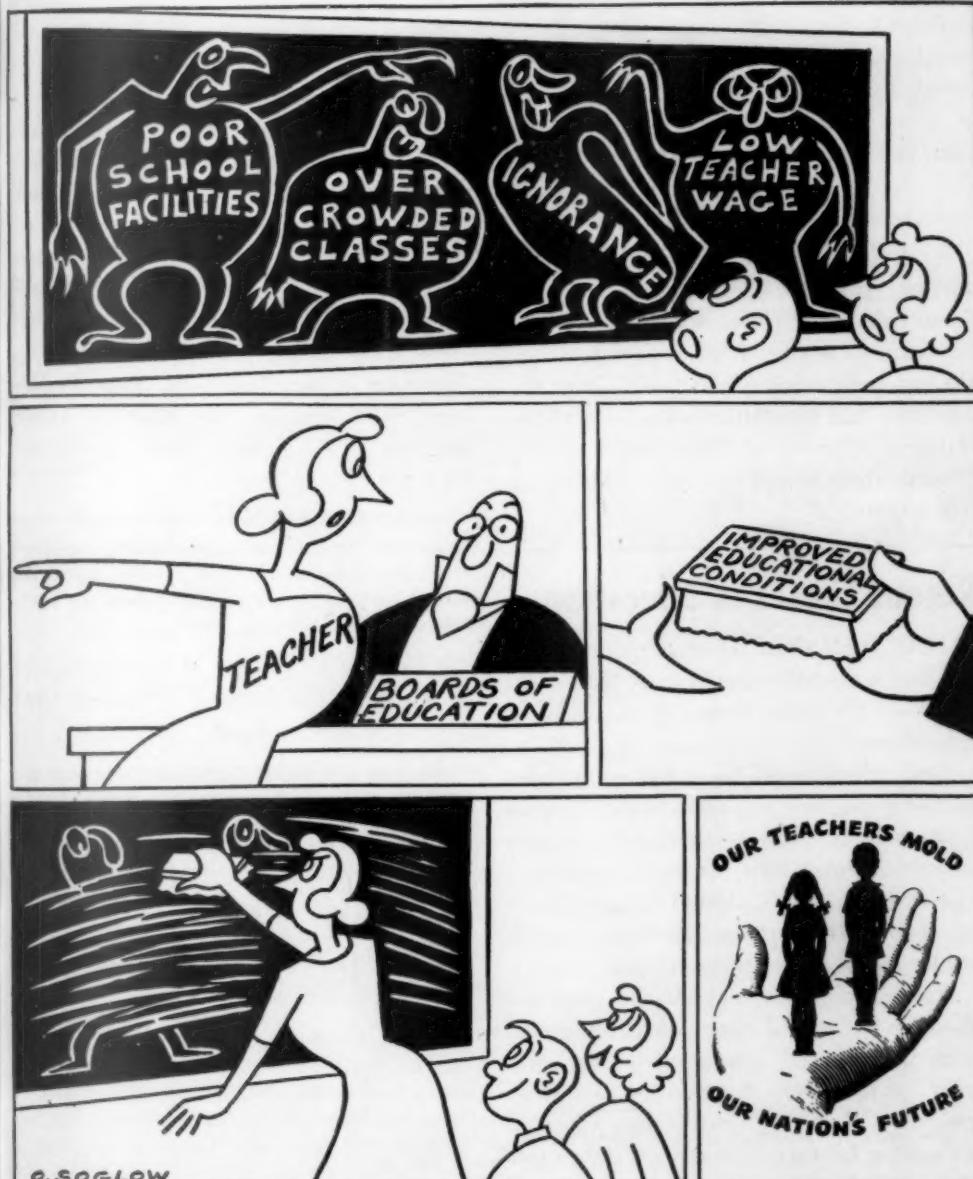
6. Provide a scholarship fund for future teachers in case the need is not covered by State or other sources.

7. Work with school guidance officials to make sure that the opportunities in teaching are directly presented to high-school students who seem to be specially qualified for teaching. Check later to see how many of these actually decide to enter teaching.

Possible Cooperative Activities at the State Level

1. Consideration of appropriateness of suggestions listed above for State use.

2. A State plan for scholarships for qualified prospective teachers.
3. A State contest for teachers on the theme: "Why I Like Being a Teacher."
4. Preparation of appropriate posters.
5. Research projects on the effectiveness of various materials and methods used in teacher recruitment and selection and in "appreciation projects."
6. Secure cooperation of teacher education institutions.



SCHOOL LIFE presents this panel of cartoons by the well-known artist, O. Soglow, which originally appeared in *The New Yorker*. The drawings were made in support of the campaign for better education sponsored by the Advertising Council and the Citizens Federal Committee on Education. *Advertising and Selling* magazine reprinted the cartoon advertisement in its August 1948 issue. *The New Yorker* offers these reprints to anyone who wishes to have them. Copies of the symbol, Our Teachers Mold Our Nation's Future, are available from The Advertising Council, 11 West 42d Street, New York 18, N. Y.

Helpful Material

1. Write to the Advertising Council, Inc., 11 West 42d Street, New York 18, N. Y., for a copy of the brochure *Why It's Good Business To Improve Our Schools*, listing free mats for newspaper and magazine use.

2. Order from the Superintendent of Documents, Washington 25, D. C., reprints (10 cents each) of Frances V. Rummell's human interest articles from *SCHOOL LIFE* (June and July, 1948) titled *What Are Good Teachers Like?* These articles about some of the country's outstanding teachers may suggest feature stories for use in your local newspapers.

3. Order from the Superintendent of Documents, Washington 25, D. C., reprints (5 cents each) of Christine K. Simmons' article *Attracting New Teachers* in the October 1948 *SCHOOL LIFE* for general suggestions in recruiting able teachers.

4. Order from Superintendent of Documents, the Office of Education Bulletin 1948, No. 11, *Teaching as a Career* by Benjamin W. Frazier, price 15 cents, for background information.

5. For suggestions for a talk to high school seniors, consult an article in the *American Junior Red Cross Journal* for October 1948 by John W. Studebaker: "How About Teaching as a Career?"

6. Order from the National Education Association, 1201 16th Street NW, Washington 6, D. C., copies of Personal Growth Leaflet No. 161, *Our profession Glorious* (1 cent each, \$7.50 per 1,000 copies). This contains famous quotations about teachers and teaching. Such selections might be used as "fillers" in local newspapers or might be incorporated into talks. (Minimum order 25 cents.)

7. Order from Delta Kappa Gamma Society, 804 Littlefield Blvd., Austin, Tex., *Find Your Own Frontier, A Study of the Profession of Teaching* (52 pages, 75 cents). Sponsored in cooperation with the National Commission on Teacher Education and Professional Standards.

8. *Unseen Harvest, A Treasury of Teaching*, edited by Claude M. Fuess and Emory S. Basford, 678 pages, Macmillan 1947, \$5, contains a variety of statements by notable authors.

9. *So You're Going to Teach*, by Eva Knox Evans, published by Hinds, Hayden & Eldredge, Inc., New York, 50 pages, 25 cents. Informal style for youth thinking about becoming teachers. Cartoon illustrations.

In New Positions

Henry F. Alves, Director, Division of School Administration, Office of Education.

Edgar Fuller, Executive Secretary, National Council of Chief State School Officers.

Henry F. Alves has been appointed Director of the Division of School Administration, Office of Education. He succeeds Edgar Fuller who has been named executive secretary of the National Council of Chief State School Officers.

Mr. Alves first joined the Office of Education staff in 1935 as specialist in State school administration. He served as chairman of the Office of Education Advisory Committee on Surplus Property and directed the Office's program of surplus property utilization which has channeled many millions of dollars worth of war surplus property to school systems and educational institutions across the Nation.

A native of New Braunfels, Tex., Mr. Alves has climbed the educational ladder from teacher of a one-teacher school in Frat, Tex., in 1911-12 to the highest position in school administration in the Office of Education. From 1911-35 he served in Texas as teacher, principal, superintendent of schools, State high school supervisor, State college examiner, State director of research, and assistant State superintendent of public instruction. Since 1930 he has served as visiting professor, mainly in summer sessions, at the University of Texas, University of Michigan, and George Washington University.

During the past several years he has served as consultant to chief State school officers and other school administrators in the field of school administration. Mr. Alves attended the University of Texas, was graduated from Southwest Texas State Teachers College, and received his masters degree from the University of Texas in August 1928. He did graduate work toward the Ph. D. degree at Teachers College, Columbia University, and University of Texas.

Dr. Fuller, formerly State Commissioner of Education in New Hampshire, joins the staff of the National Council of Chief State School Officers with a rich educational back-

ground as a teacher, principal, superintendent, junior college president, educational lecturer and consultant, and Federal Government leader in aviation education. He has been serving as a member of the executive and legislative committees of the National Council of Chief State School Officers which he will now serve as its executive secretary.

Recent Theses in Education

AGOLD MINE of information on education is the collection of more than 7,000 theses on file in the library of the Office of Education.

Dating from 1930, these research studies in education, sent regularly to the Office of Education by many institutions of higher education throughout the country, form a rich reservoir of educational data, available to school administrators, teachers, research students, and others, by interlibrary loan.

From 800 to 900 masters and doctorate theses in the field of education are deposited with the Office of Education library each year. Each month, for SCHOOL LIFE readers, Mrs. Ruth G. Strawbridge, Office of Education Library Bibliographer, dips into the reservoir of theses to list a number of them which appear to be timely and useful. You can borrow on interlibrary loan the theses listed in SCHOOL LIFE or on file in the Office of Education collection. The theses listed this month are in the field of the physically handicapped and socially maladjusted.

Beginnings of Maladjustment and Delinquency: A Study of the Methods of Detection Used in 13 Large Cities. By Helen A.



Prince. Master's, 1947. Boston University. 73 p. ms.

Shows that there are definite symptoms which precede delinquency. Suggests that the classroom teacher and others associated with the child be sensitized to the early indications of maladjustment so that treatment may be initiated.

Case Studies of 14 Juvenile Delinquents in an Urban Area of Racially Mixed Population. By Bessie M. Cooper. Master's, 1947. University of Cincinnati. 145 p. ms.

Studies the socio-economic and educational status of these children, who ranged in age from 10 to 16 years.

Crippled Children in American Education, 1939-1942. By Romaine P. Mackie. Doctor's, 1944. Teachers College, Columbia University. 144 p.

Analyzes replies to questionnaires received from 362 schools in 40 States, in which 16,696 crippled children were enrolled.

An Evaluation of the Annual Hearing Test Law of the New York State Department of Education. By Elsie A. Taber. Master's, 1946. New York University. 89 p. ms.

Attempts to determine at what intervals group audiometer tests should be scheduled in New York State, by studying the most popular audiometer testing intervals in practice throughout the public schools of the country.

Language Difficulties of the Deaf Child By Sister Heloise Gutman. Master's, 1944. University of Cincinnati. 51 p. ms.

Analyzes and describes procedures employed in teaching deaf children at St. Rita School for the Deaf at Lockland, Ohio.

The Moron in High School: A Study of the Pupil With an I. Q. Below 75 as Rated by a Group Intelligence Test. By Ruth F. Roland. Doctor's, 1946. Harvard University. 170 p. ms.

Investigates the length of stay in high school, age and sex differences, behavior, courses taken and school marks obtained by 324 mentally deficient pupils enrolled in a city high school from 1928 to 1940, inclusive. Indicates that most of these pupils were placed in the industrial arts and home economics departments.

Problems in the Education of Partially Seeing Children in Residential Schools for the Blind. By Guy J. Marchisio. Master's, 1946. Boston University. 104 p. ms.

Surveys enrollment in schools for the blind throughout the country. Finds that sight-saving and partially blind pupils are being enrolled in schools for the blind at the rate of 42.7 percent of the total residential school population; that then

(Continued on page 16)

Zeal for American Democracy Across the Nation

MPELUS GIVEN the Zeal for American Democracy program by the Office of Education during the past year has stimulated democracy education in many areas across the Nation.

Following the eight regional conferences held by the Office of Education with Chief State School Officers or their representatives in June, many States planned their own State-wide conferences on Zeal for American Democracy. Helpful in planning for these State conferences were the findings of the regional meetings, summarized as follows:

Planning Aids

Some form of democracy education is now being emphasized in most of the States.

Revision of the social studies curriculum is a continuous challenge to education.

Lay committees or advisory councils at State, county, or local levels are concerned with the educational program.

There is a definite recognition of the need for more democratic action in school administration.

There is a dearth of suitable instructional materials on the theory and menace of totalitarianism.

Descriptions and evaluations of good school practices in democracy education are needed.

There is a need for appropriate reading materials on different maturity levels for use in democracy education programs.

Annotated classified bibliographies are scarce.

There is an intensive need for "how to do it" literature for teachers and administrators.

Participation by youth in community activities is effective education for democracy.

Many States already have passed from the planning to the action stage in the Zeal for American Democracy program.

PENNSYLVANIA has prepared a manual which lists recommended practices in the teaching of democracy. This information was gathered from the schools throughout the State.

NEVADA has established community committees. High school students are represented on these committees which promote Zeal for American Democracy.

VIRGINIA has produced its own films on citizenship education.

WEST VIRGINIA has recommended a State-wide committee of county superintendents to coordinate activities in democracy education promotion.

NEW YORK has a continuing curriculum development program.

RHODE ISLAND has a school board institute which unites the efforts of the various communities of the State. Senior high-school students in the State have an opportunity to attend a citizenship workshop on community problems.

NEW HAMPSHIRE conducts citizenship workshops for teachers.

New Pointers

Two new issues of *Pointers*, the Zeal for American Democracy news letter prepared by the Office of Education, serve as a clearinghouse medium for the exchange of progressive practices in the Z. A. D. program. These latest bulletins guide educators to democracy education teaching materials and summarize reports reaching the Office of Education from the field.

SCHOOL LIFE presents a brief summary of some *Pointers* high lights:

Asbury Park, N. J.—Superintendent Harry S. Hill called upon his teachers to implement the Nation-wide Zeal for American Democracy program by placing emphasis on the great documents of human liberty, the common courtesies in democratic group life, the skills of thoughtful, critical, and selective reading.

Madison, Wis.—Published by the University of Wisconsin is an organization handbook, "Citizenship Training and Induction for New Voters."

King County, Wash.—W. W. Thomas is trying a new social studies unit in the high schools.

Lynwood, Calif.—Principal William W. Jones has prepared a leaflet which lists the many ways democracy can be fostered in a secondary school.

Hartford, Conn.—A new pamphlet titled "Ten Years of Civic Education in Connecticut Schools" has been prepared by Palmer Howard, Consultant in Citizenship, and has been issued by the Bureau of Youth Services, Connecticut State Department of Education, as Curriculum Laboratory Bulletin No. 18.

Washington, D. C.—A semester's study of the Constitution and Federal Government will become a requisite for graduation from high school. This is in addition to the current requirement of a year of American history.

Caddo Parish, La.—An educational council was started here to give teachers an opportunity to participate in school administration. George Conger, president of the parish's school board, tells about this organization in *The Boardman*.

Tallahassee, Fla.—One article, "Making Social Studies Functional for Holidays," in the December 1947 *Florida School Bulletin*, is particularly appropriate to Zeal for American Democracy programs. The article is by Florence Tryon. The bulletin is issued by the State Department of Education, Tallahassee, Fla.

Ocean City, N. J.—The following subjects were treated by students in original essays in connection with 1947 graduation exercises: Democracy—Attitudes; Democracy—An Ideal; Democracy—Progress; Democracy—An Obligation; Democracy—Methods—Public Opinion.

Framingham, Mass.—High-School Principal Mayo M. Mayoon believes schools should take advantage of graduation audiences to strengthen adult concepts of democracy. For 9 years his school has used democracy themes in its commencement programs.

Chautauqua, N. Y.—The New York State Community Service Council pioneered a program in civic education for young adults 18 to 30.

In One County

What one superintendent of schools did to stimulate action both in the classroom and in the community for the Zeal for American Democracy program is told in detail in a supplement of *Pointers*, copies of which will be made available to superintendents and leaders in citizenship education this month. This superintendent is Floyd B. Cox, of Monongalia County, W. Va. For information on this specific program, and for further information on citizenship education programs, write to Zeal for American Democracy, Office of Education, Washington 25, D. C.

New Books and Pamphlets

American Public Education. By Harl R. Douglass and Calvin Grieder. New York, The Ronald Press Co., 1948. 593 p. Illus. (Douglass Series in Education) \$4.50.

The Art of Conference. By Frank Walser. Rev. Ed. New York, Harper & Bros., 1948. 206 p. \$3.

Exploring Individual Differences. A Report of the 1947 Invitational Conference on Testing Problems, New York City, November 1, 1947. Sponsored by The Committee on Measurement and Guidance, Henry Chauncey, Chairman. Washington, D. C., American Council on Education, 1948. 110 p. (American Council on Education Studies, Series 1, No. 32) \$1.50.

Find Your Own Frontier. By M. Margaret Stroh. A Study of the Profession of Teaching Sponsored by The Delta Kappa Gamma Society with the Co-operation of The National Commission on Teacher Education and Professional Standards. Austin, Tex., 1948. 52 p. Illus. 75 cents. Order from: National Headquarters, The Delta Kappa Gamma Society, 804 Littlefield Building, Austin, Tex.

I Learn From Children. An Adventure in Progressive Education by Caroline Pratt. New York, Simon & Schuster, Inc., 1948. 204 p. \$2.75.

School Transportation Responsibilities. "Not One Child Shall Be Injured, Maimed or Killed!" Prepared by a Committee Representing New York State Central School Principals Association, New York State Association of District Superintendents, and The State Education Department. Albany, University of State of New York Press, 1948. 46 p. Illus. (Transportation Pamphlet 1).

Schools and Community Resources. Study Materials on Education for Better Living. New York, American School Publishing Corporation, 1948. 40 p. Illus. 25 cents. Reprinted from School Executive, Jan. 1948. Order from: Dr. John E. Ivey, Jr., Division of Research Interpretation, University of North Carolina, Chapel Hill, N. C.

The Teacher as Counselor. By Donald J. Shank, Chairman, Helen D. Bragdon, Clifford E. Erickson, Leland J. Gordon, George E. Hill, and Karl P. Zerfoss. Washington, D. C., American Council on Education, 1948. 48 p. (American Council on Education Studies, Series 6, No. 10). 75 cents.

The Teaching of Reading in the Elementary School. By Paul McKee. Boston, Houghton Mifflin Co., 1948. 622 p. \$3.60.

What of Teaching? (Vocational booklet published jointly by six State-supported colleges and universities of Illinois.) DeKalb, Northern Illinois State Teachers College, 1948. 39 p. Illus.

RECENT THESES

(Continued from page 14)

are some 50,000 partially seeing students in the United States, of whom approximately 9,000 are being served in the public schools and in the few sight-saving classes in schools for the blind.

Recreation as an Educational Adjunct in the Care and Treatment of the Handicapped. By Bertha Carlson. Masters, 1947. George Washington University. 73 p. ms.

Shows that general as well as specialized hospitals provide recreation services to patients.

Some Aspects of the Personality of Male Juvenile Delinquents. By Dennis J. Buttimore. Doctor's, 1946. New York University. 124 p. ms.

Studies 285 boys ranging in age from 12 to 18, using as subjects 95 delinquent boys, 95 problem boys in public schools in Jersey City, and 95 non-problem boys in public schools in the same city.

A Study of the Trends and Issues in the Administration of Mentally Retarded Children in the Elementary Schools in a Series of Cities. By Elizabeth V. Sullivan. Master's, 1946. University of Louisville. 98 p. ms.

Canadian-French-United States Teacher Exchange

SEVEN United States teachers are exchanging positions this year with Canadian teachers. Seven other teachers from the United States are exchanging posts with teachers from French lycees.

The Canadian-United States teacher exchange program is now in its second year. Canadian teachers from Winnipeg, Manitoba; Edmonton, Alberta; Montreal, Quebec; Halifax, Nova Scotia; Vancouver, British Columbia; and Kimberley, British Columbia, are exchanging jobs with teachers in Highland Park, Ill.; Hutchinson, Kans.; Prichard, Ala.; Kalamazoo, Mich.; Milwaukee, Wis.; San Diego, Calif.; and Trinidad, Colo.

In operation for the first time this year, the French-American teacher interchange has brought seven qualified teachers of English in French lycees to the United States. Teachers in Boston, Mass.; Baltimore, Md.; Orangeburg, S. C.; New Orleans, La.; Los Angeles, Calif.; Minneapolis, Minn.; and Jackson, Mich., have turned over to them their teaching responsibilities in our country and have accepted in return the responsibility of teaching English in French lycees during this school year.

A financial grant from Independent Aid, Inc., makes possible the French-United States teacher exchange program. Local school authorities pay the cost of the Canadian-United States teacher interchange.

Honored

Gertrude G. Broderick, Office of Education Radio Education Specialist, was honored at the School Broadcast Conference at its October meeting in Chicago. Mrs. Broderick, who has direction of the Office of Education Radio Script and Transcription Exchange, was cited for her long service to educational radio, particularly for her activity in building the Nation-wide script and transcription exchange operated by the Office of Education. The exchange, which has been in operation for about 12 years, serves as the clearing house for school, college, and selected commercial radio scripts available for educational use. Through the transcription exchange transcriptions of many important documentary radio programs broadcast originally over major national networks are preserved and loaned to schools and colleges.

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